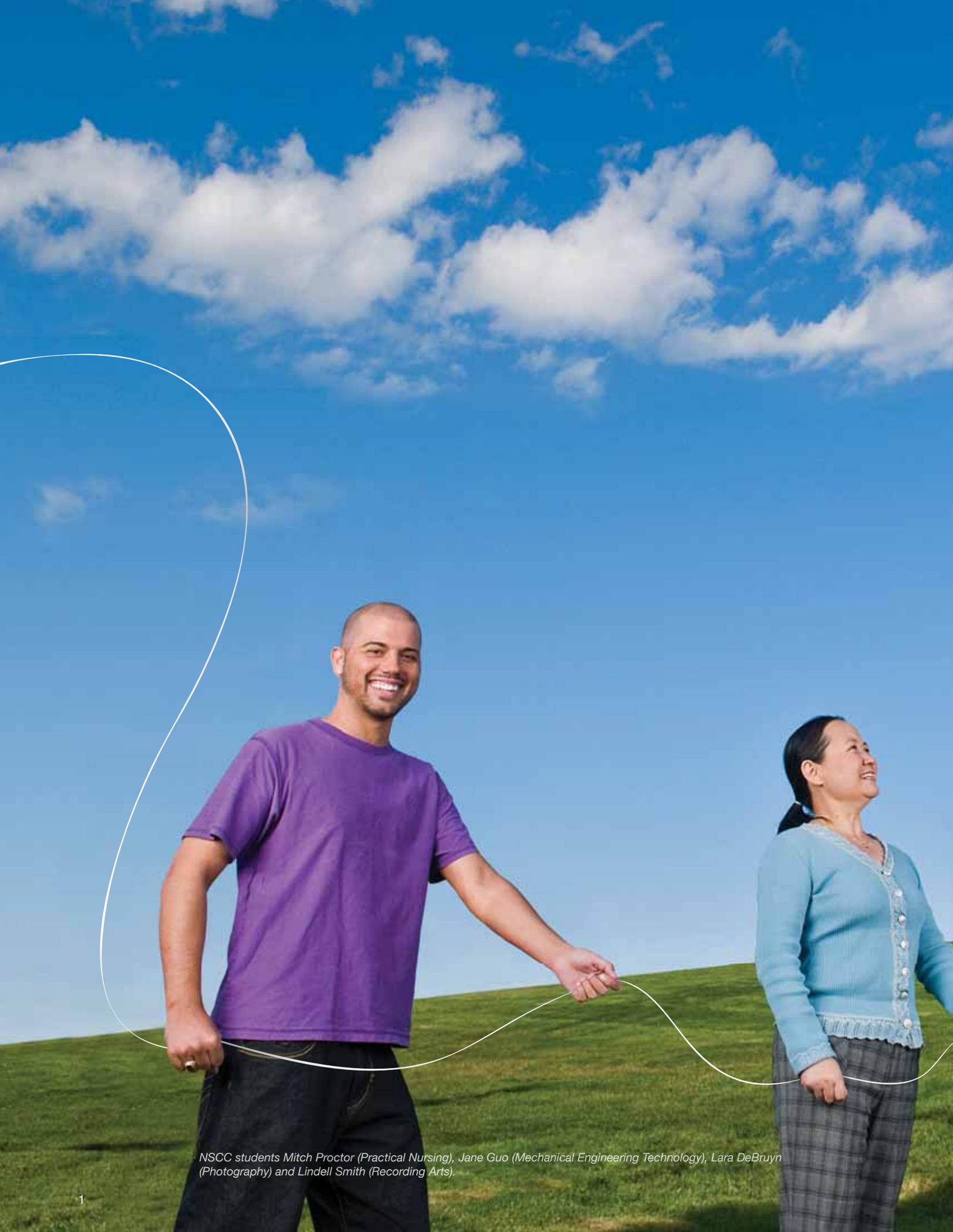


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Report to the Community 2008





NSCC students Mitch Proctor (Practical Nursing), Jane Guo (Mechanical Engineering Technology), Lara DeBruyn (Photography) and Lindell Smith (Recording Arts).

Physicists call it potential energy. That force within all matter that waits to be unleashed.

At NSCC, we see the potential energy in each of the 25,000 learners whose lives we touch every year. Each person arrives with individual goals and aspirations – and a vision of a life made better by education.

NSCC shares that vision. We call it Education without Boundaries – a place where learning, service and work overlap seamlessly. It's a bold vision that requires an unwavering commitment to student success, accessibility, service, respect, collaboration, diversity, innovation and public accountability.

Throughout the 2008 Report to the Community you will learn how we put those values at the heart of everything we do. Together with our partners in industry, community and government we tap into the potential energy of every NSCC learner and direct that energy into building a future for Nova Scotia that is rich with possibility.

The sky is the limit.





Learning that Moves	5
Learning that Innovates	9
Learning that Sustains	11
Learning that Creates	13
Learning that Understands	17
Learning that Inspires	19
Learning that Connects	21
Learning that Explores	23
Learning that Cares	25
Learning that Leads	27
Financial Statements	30
Learning that Serves	39
Meet the Board	42

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Radar image of Nova Scotia prepared by Dr. Tim Webster and David Colville, Research Scientists with NSCC's Applied Geomatics Research Group at Annapolis Valley Campus in Middleton.



When your mission is to improve Nova Scotia's economy and quality of life, it's important to set a clear and direct course for the future, chart your progress and mark your milestones.

That's where NSCC's Balanced Scorecard comes in. It quantifies the College's success in pursuit of that mission with measurable results.

We think the remarkable stories you'll read within this Report to the Community are powerful examples of that success. For those who like to crunch the numbers, the Balanced Scorecard provides those proof-points, too.

Throughout this report you'll discover facts and figures that measure NSCC's financial accountability, provincial impact, learning processes and organizational learning and growth.

We call these numbers "The Score." They include impressive figures like these:

91% of NSCC graduates are employed; 86% in their field of study

Read on...there's so much more behind those numbers.

Learning that Moves

If anyone knows learning can be a “moving” experience, it’s Peter Bing, Director of NSCC’s Aviation Institute. This year, the Institute re-located to a new 43,000 square-foot facility in Dartmouth Gate. Peter’s task was to transfer 10 aircraft over four kilometres, not to mention all of the Institute’s equipment, classrooms and staff to their new location.

Now that it’s “mission accomplished,” Peter is excited by the possibilities the new space provides. “A larger facility means we can expand the programs we offer allowing the College to meet the aerospace industry’s growing need for skilled graduates,” says Peter.



Peter Bing, Director of NSCC's Aviation Institute at its new location in Dartmouth.





Members of the Nunavut Eastern Arctic Shipping Inc. training group pose at NSCC's Nautical Institute in Port Hawkesbury.

Going above and beyond is what keeps Nunavut Eastern Arctic Shipping Inc. (NEAS) coming back to NSCC.

NEAS is a marine transportation supplier with a mission to contribute to the economic development of the north and a commitment to crew their ships with Inuit from Nunavut and Nunavik.

NEAS relies on the Nautical Institute at NSCC's Strait Area Campus in Port Hawkesbury to provide marine training for employees. Graduates are skilled in marine cargo handling, safety and firefighting skills.

According to Francois Lamy, Training Coordinator for NEAS, the service that NSCC provides goes well beyond training.

"They spend a lot of time making sure our guys are supported," he says. "That covers everything from transportation and accommodation to organizing sports nights. They even involved our employees in an Arctic Games demonstration at a local high school. It means a lot to our staff, most of whom had never spent that much time away from home."



Bobby Budd and Tammie Tarbox study Automotive Service & Repair at NSCC's Transportation Centre – Akerley Campus.

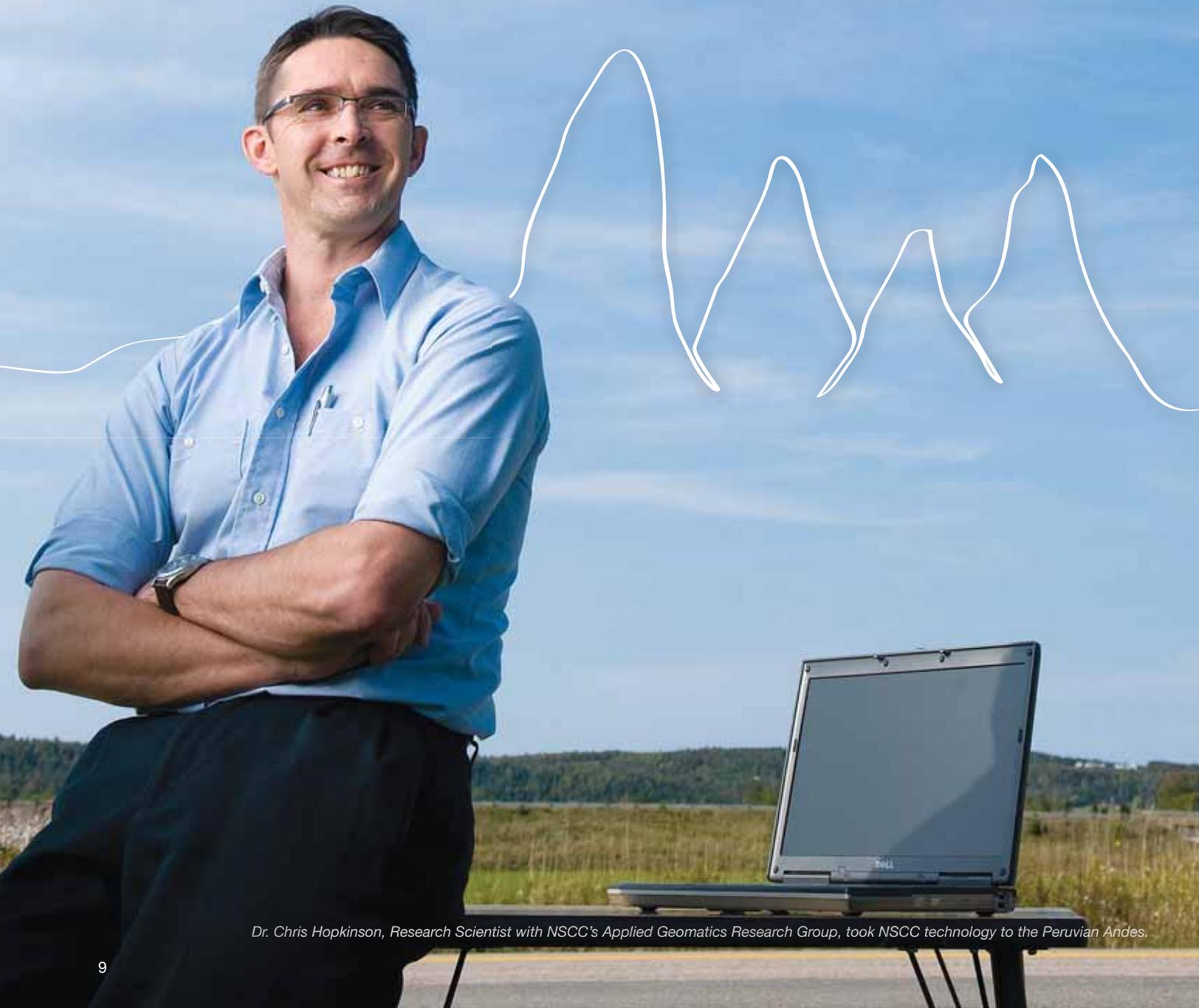
Excellence in training is what attracts industry partners like Canadian Tire to NSCC. Realizing a critical shortage of automotive service technicians was on the horizon, Canadian Tire stepped forward three years ago and offered its support to NSCC's Automotive Service & Repair program.

The company provided top-of-the-line tools and equipment to the six NSCC campuses that run the program. They have also become a major sponsor of the new Transportation Centre at NSCC's Akerley Campus in Dartmouth.

"We have been extremely pleased with the quality of employees who have been trained at NSCC," says Rui Martins, Service Manager of Canadian Tire's Clayton Park store. "Through this partnership, we've become much more educated to the challenges facing students, and we want to do everything we can to support the continued success of this valuable program."

The Score: 95% of graduates are satisfied with their experience at NSCC and 97% would recommend NSCC to their friends.

The Score: In 2007, more than \$20-million was invested in applied research at NSCC. 95% of those projects were directly connected to the environment.



Dr. Chris Hopkinson, Research Scientist with NSCC's Applied Geomatics Research Group, took NSCC technology to the Peruvian Andes.

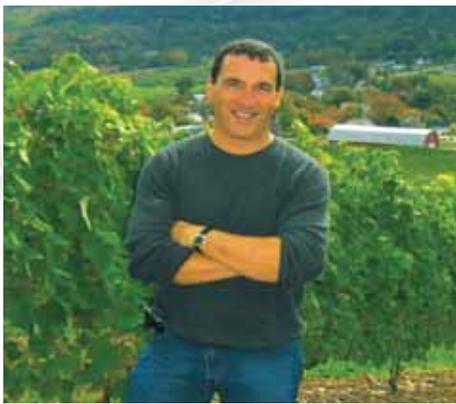
Learning that Innovates



NSCC's Applied Geomatics Research Group (AGRG) enjoys an international reputation for excellence, so it was no surprise to Research Scientist Dr. Chris Hopkinson when Ohio State University came to AGRG for help with a research project in Peru.

Funded with a grant from NASA and National Geographic, Ohio State needed help getting images of glaciers high up in the Peruvian Andes. NSCC is one of only three post-secondary institutions in North America with the Light Detection and Ranging (LiDAR) technology required to capture the effects of climate change on this remote landscape. Chris and his team were ready for the challenge.

"It was a wonderful acknowledgement of the quality of research that a small group in the Annapolis Valley is capable of," he says. "We can now use what we've learned from our work in Peru to help advance student learning here at home."



Hans Christian Jost of Jost Vineyards in Malagash, NS.

AGRG is also putting its skills to work a little closer to home – in the vineyards of Nova Scotia. Research Scientist David Colville has spent the last five years mapping temperatures in the Annapolis Valley, to help identify where the best conditions exist for grape growing.

"Having the right temperatures and weather conditions is critical for growing certain types of grapes," says David. "This research is helping a booming industry better focus its efforts."

Hans Christian Jost owns a vineyard and a winery in Malagash, Nova Scotia, and is a member of the Grape Growers Association of Nova Scotia. He says the data generated by Colville is invaluable. "We have so many people interested in growing grapes in our province. Now we can help new growers choose the best locations to help ensure success for their businesses and our industry."



Koreen Millard, the first graduate of the Joint Masters in Applied Geomatics.

That kind of collaboration is often the key to innovation. NSCC is proud to collaborate with other post-secondary institutions to create never-before-seen learning opportunities for students, like the Joint Masters in Applied Geomatics.

This unique articulation agreement lets graduates of the Advanced Diploma programs at NSCC's Centre of Geographic Sciences (COGS) finish their Masters with just one additional year of study at Acadia University.

Koreen Millard is the first graduate of this program and proof that college and university education can go hand-in-hand. Koreen is already applying her learning as an Aquaculture Geographic Information System (GIS) and Licensing Officer for the Nova Scotia Department of Fisheries and Aquaculture.

"At university, my learning focused more on the question of why – while the results-based learning at COGS focused on the how. When it comes down to it, the combination of conceptual thinking and hands-on learning truly gave me the best of both worlds."



*Jim Farrell, Manager of Energy & Sustainability, is NSCC's "green detective."
Photographs of paintings with permission of Wayne Boucher.*

Learning that Sustains



As NSCC's Manager of Energy & Sustainability, Jim Farrell knows there's more to being green than simply declaring it. Jim is constantly searching out ways to reduce NSCC's carbon footprint; a sort of "green detective" if you will.

With financial help from Conserve Nova Scotia's "Smart Lighting Choices" program, Jim is overseeing the replacement of out-dated lighting systems at every NSCC campus across the province. Once complete, NSCC expects to reduce greenhouse gas emissions by 550 tonnes.

"That's the equivalent of taking 136 motor vehicles that travel nearly 20,000 kilometers per year off the road," says Jim. "It's also an important reminder that some solutions are at our finger-tips; literally at the flick of a switch."

Energy solutions become more complex as people seek ways to incorporate alternative and renewable energy sources into new and existing buildings.

Demand for that kind of knowledge is what led to the development of the Energy Sustainability Engineering Technology (ESET) program; a two year diploma that began this year at NSCC's Annapolis Valley Campus.

ESET is part of "The Greening of NSCC" – a multi-layered vision that involves the construction of internationally recognized, environmentally-friendly buildings, the creation of ecologically-themed curricula, and the development of leading-edge environmental knowledge and sustainable practices.

NSCC's Waterfront Campus is in the final stages of earning its Leadership in Energy Environmental Design (LEED) certification. LEED certified buildings are rated on the following five points: sustainability, water efficiency, energy and atmosphere, materials and resources as well as indoor environmental quality.

Currently under construction, NSCC's Centre for the Built Environment aims to surpass those standards. It will consume half the energy of conventional buildings and maximize the use of alternative energy sources such as solar and geothermal. Planted roof tops and "bio-walls" (structures that support indigenous and exotic plant life) are also in the plans.

The Centre for the Built Environment (CBE) will be a learning tool itself: its mechanical systems will be accessible and interactive allowing students to monitor the building's performance and experiment with sustainable building solutions.

"The programs that will be taught here will demonstrate the important merger of skilled trades with technology, and with the environment," says Cathy MacLean, Principal, NSCC's Waterfront Campus. "Movable walls inside labs will allow inter-disciplinary teams to collaborate on joint projects."

When its doors open in 2010, the Centre for the Built Environment will welcome 500 students into 13 programs ushering in a new era of learning.



NSCC's new Energy Sustainability Engineering Technology program helps tradespeople become "Green Collar Workers."

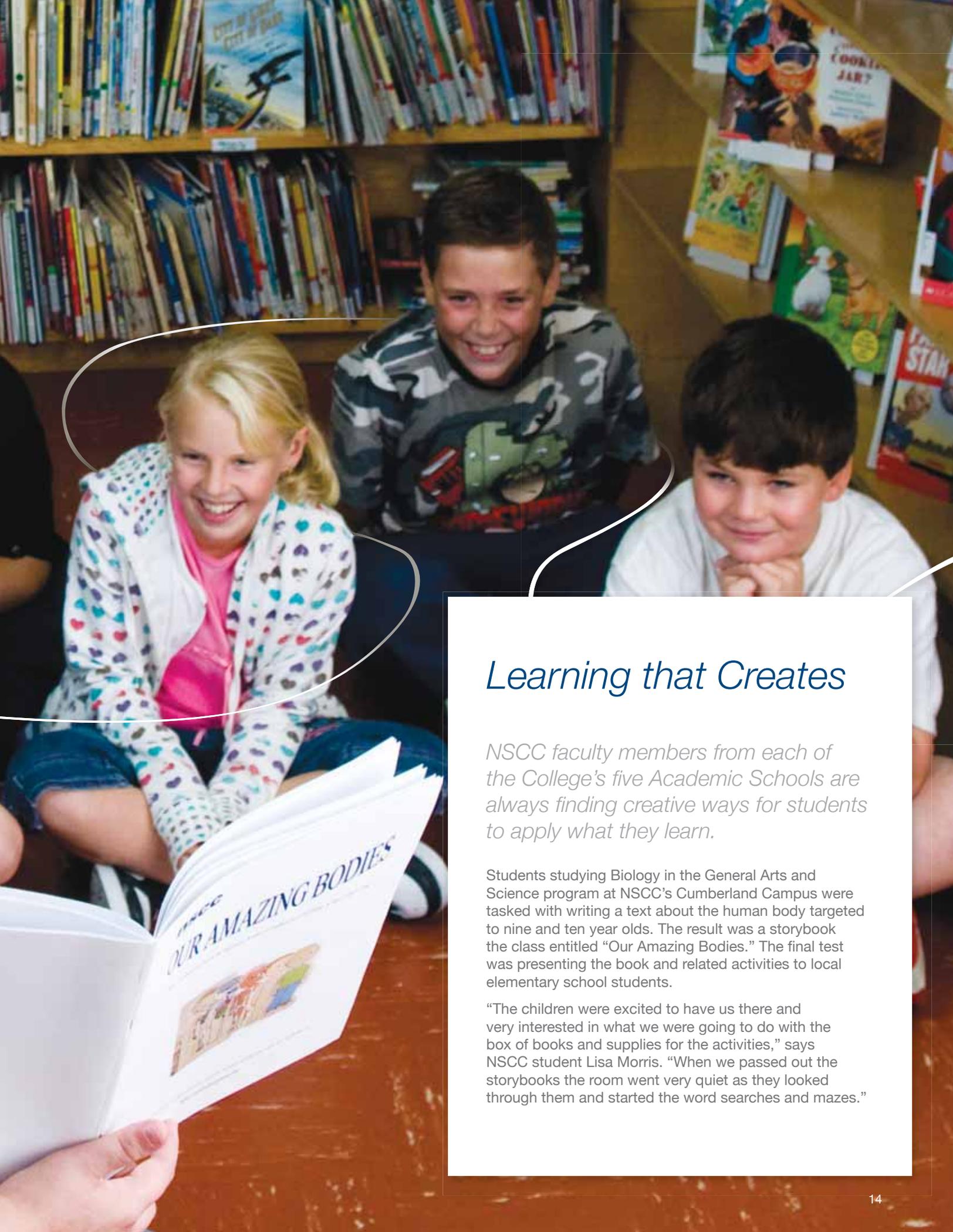


The Centre for the Built Environment will be a living lab for collaboration between students, faculty and industry.

The Score: The CBE will include a geothermal system to meet all cooling needs of the building and approximately 50% of the heating requirements.



Lisa Morris (General Arts and Sciences) reads to West End Memorial Elementary students from the book her class created.



Learning that Creates

NSCC faculty members from each of the College's five Academic Schools are always finding creative ways for students to apply what they learn.

Students studying Biology in the General Arts and Science program at NSCC's Cumberland Campus were tasked with writing a text about the human body targeted to nine and ten year olds. The result was a storybook the class entitled "Our Amazing Bodies." The final test was presenting the book and related activities to local elementary school students.

"The children were excited to have us there and very interested in what we were going to do with the box of books and supplies for the activities," says NSCC student Lisa Morris. "When we passed out the storybooks the room went very quiet as they looked through them and started the word searches and mazes."



Steve Blacker studies Interactive and Motion Graphics at NSCC's Truro Campus.

Creative ways to connect learning with community and industry needs form an important part of the student experience at Nova Scotia Community College.

Interactive and Motion Graphics students at NSCC's Truro Campus dream of having their work featured by the entertainment industry on screens large or small. Students use design principles, 3D modelling, green screens, as well as video and sound editing to produce their work.

Steve Blacker used the skills he learned during his first year of study to produce a music video for a major applied learning project.

"For each frame of the video I had to use the skills we learned in class to make the desired effect happen," says Steve. "It's been a great way to build my portfolio while learning how to interact with clients to meet their creative needs."



Welding Instructor Terry Keating and Metal Fabrication & Plating students pose with Bigot Gate – now installed at the entrance of the Town of Louisburg.

Creativity can take the form of a children’s book or a music video...or even an iron gate.

To help mark the 250th anniversary of the Fortress of Louisburg, students of the Metal Fabrication & Plating and Welding programs at Marconi Campus reconstructed the historic gate that protected residents of the 18th century French fortress. Students built the gate using the original plans and design.

“It was wonderful working with the NSCC students on this historic project,” says Louisburg 2008 Project Manager, Joleen MacIntyre. “This partnership was all about the community and the gate really ties the town into the fortress – this was one of our main goals.”

The Score: Learning is affordable at NSCC. Tuition fees make up just 16% of the College’s total operating revenue.

The Score: Learning is accessible at NSCC; 4% of all adults in Nova Scotia aged 18-39 learn at NSCC with representation from every county.



Nicole Johnson studies Music Business at Waterfront Campus and is a graduate of the African Canadian Transition Program.

Learning that Understands

Not every learning experience is the same. At NSCC, staff and faculty make it their mission to support each and every student, turning challenges into successes.



Ask Nicole Johnson about her future today, and she'll tell you she gets goosebumps just thinking about it. "So many doors have been opened to me in the last year, thanks to NSCC," says Nicole. "I truly believe the possibilities are endless."

Almost 20 years after dropping out of high school, Nicole decided that 2007 was the year to get back into the classroom. She turned to the African Canadian Transition Program to help open that door. "It was such a supportive and welcoming environment," says Nicole. "I learned a lot, matured a lot and feel ready to take on anything."

Nicole also earned her high school diploma and was accepted into NSCC's Music Business Certificate program. "I have confidence now that I can succeed in anything I do. I've found a way to incorporate my passion for music into my career and I can't wait to see where it takes me."



Nina Barnaby, Learning Coordinator at NSCC's Digby Learning Centre provides support to on-line learning student Robyn Hanson.

Sometimes, geography can be the greatest obstacle a student has to overcome. Robyn Hanson wanted to improve her job skills through NSCC's Business Administration program but as a single mother living in Digby, commuting to other campuses out-of-town wasn't an option.

That's when Nina Barnaby, Learning Coordinator at NSCC's Digby Learning Centre, came into the picture. "She really wanted to learn and I knew we could find a way to support her," says Nina. She helped Robyn create an online learning plan and provided the space for Robyn to do her studies.

Robyn will graduate from the program in 2009 without having to leave her community. "I couldn't have done this without Nina's support and NSCC's flexible learning options," says Robyn. "They have helped me secure a brighter future for me and my family."



Yvonne Knowles-Atkinson (Office Information Technology) celebrates with Helle Jorgensen, Student Success Counsellor at Shelburne Campus.

A brighter future is what Yvonne Knowles-Atkinson was looking for when she went to NSCC's Shelburne Campus in early 2006. She completed her high school diploma with the Adult Learning Program and enrolled in the Office Information Technology Program. Within a month, she knew she was in trouble.

"I was having a really hard time keeping up with the fast pace of the class," says Yvonne. "I was ready to drop out."

Staff at the campus took note of Yvonne's struggles and moved in to help. They soon learned a visual impairment was making it difficult for Yvonne to spend long hours in front of a computer screen. "Once we figured that out, we were able to adjust Yvonne's course load," says Helle Jorgensen, Student Success Counsellor. "With fewer classes, she was able to keep up with the course requirements and successfully finished her program in two years instead of one."

Yvonne is grateful for that personalized support. "No one ever suggested I couldn't do this. The focus was always on me and my success. I knew that staff, faculty and other students were cheering me on and I'm so proud that I didn't let them - or myself - down."

Learning that Inspires

Inspiration. It's a force that moves ordinary people to do extraordinary things, and it's the fuel that powers the work of the NSCC Foundation.

The NSCC Foundation connects the generous support of individuals and community partners to deserving students. Donors often tell us their gifts are inspired by students who triumphed over obstacles on their paths to education. Sometimes donors themselves become powerful sources of inspiration to the entire College community.



Vanessa Hammock established an award to inspire students in the Advanced Human Resources Management program.

Vanessa Hammock is one such inspiration. As a human resources professional with the Government of Nova Scotia, she found great satisfaction in the groundbreaking work she was able to do every day. But everything changed in 2006, when she was diagnosed with cancer. Facing the end stages of her disease, Vanessa wanted to do something to help others.

Working with the NSCC Foundation, Vanessa has created the C. Vanessa Hammock Award for students in the Advanced Human Resources Management Program. "I've been so impressed with the professionalism and knowledge I've seen in these students," she says. "I wanted to help them succeed in a career that has given so much to me."



The Swim for the College 2007 team pictured here in Greece.

NSCC employees see first-hand the difference student awards can make every single day. The opportunity to be a part of that difference is what inspired Swim for the College, a unique Foundation fundraiser that hit the water for the first time in 2007.

Twenty staff, students and friends of the College promised to raise \$6,000 each by swimming 28 kilometres in the Mediterranean Sea. Together, they surpassed their fundraising target, collecting a total of \$134,000 for scholarships and bursaries. Their success inspired another round of volunteers to take part in the swim this year.

Returning swimmer Marnie DeWolfe, who works in Food Services at NSCC's IT Campus, says the hours spent training and fundraising are all worthwhile in the end. "Every time things got tough – whether I was worried that I couldn't finish a swim or might not reach my fundraising goal – I would think about all of the students who would benefit from our efforts. That was the inspiration that kept me going."

Sometimes the generosity of donors is inspired by NSCC's capacity to deliver quality programs that graduate highly-skilled people into specific areas of the workforce. In 2008, the Law Foundation of Nova Scotia (LFNS) presented NSCC's Paralegal Services program with a \$250,000 grant to be invested in student awards and other learning resources.

"Having a strong program to support paralegal training is so important to the legal industry in Nova Scotia," says LFNS Executive Director Kerry Oliver. "We wanted to make sure that high quality of education continues."

Andrew John is one of the first recipients of the Paralegal Services program Support for Excellence Award. "Winning this scholarship was a huge surprise to me," says Andrew. "It makes me even more determined to succeed."

The LFNS grant will also buy new legal materials for libraries at NSCC's Waterfront and Cumberland Campuses. "Having the most up-to-date reference materials ensures we can send our students out into the workforce with top level skills," says faculty member Gail Murphy.



Andrew John (Paralegal Services) is a recipient of the Law Foundation of Nova Scotia's Support for Excellence award.



The Score: NSCC graduates are connected to their communities. 93% go on to live and work here, at home, in Nova Scotia.



Cheryl Hill (Electronic Engineering Technology) repairs a transmitter used to track an endangered species.

Learning that Connects



Cheryl Hill never dreamed she'd end up working to save endangered animals when she started her studies in NSCC's Electronic Engineering Technology program. Still, that's exactly how she spent her summer, thanks to a partnership with Parks Canada.

Under the guidance of NSCC Academic Equipment Technologist Peter Oster, Cheryl repaired dozens of tiny transmitters used to track Blanding's Turtles in Kejimikujik National Park.

Parks Canada Biologist Duncan Smith says NSCC's contribution has been huge. "The cost of sending the transmitters back to the manufacturer is high," says Smith. "By having them serviced by NSCC, we're saving money, but we're also giving students the opportunity for hands-on learning."

For Cheryl, seeing her work put to use in the wetlands of Kejimikujik was its own reward. "I was able to travel into the park and see just how the transmitters were used to help protect the turtles," she says. "It really has opened my eyes to all of the ways my training can be used in the real world."

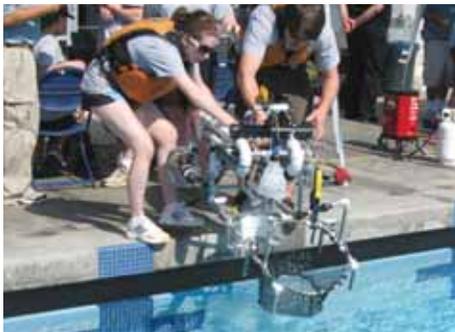


Meredith Roik (Advanced Geographic Information Systems) introduces students to the HP Mobile Geomatics Lab.

Meredith Roik brings her own high-tech world "down to earth" for elementary school students in Nova Scotia's Annapolis Valley.

Thanks to a grant from Hewlett Packard, the Centre of Geographic Sciences at NSCC's Annapolis Valley Campus has built a Mobile Geomatics Lab. As a student in the Advanced Geographic Information Systems program, Meredith travelled with the Lab to local elementary schools where she helped students use satellites to map their playgrounds.

"They were so interested in the GPS technology and loved seeing how the data they had collected could be downloaded into Google Earth to create their own personalized maps," says Meredith. "Having the chance to show them how exciting and satisfying this profession can be was really special."



Dalbrae Academy's Remotely Operated Vehicle team competes in San Diego, California.

Students of all ages are being exposed to leading-edge technology thanks to the efforts of NSCC. Amanda Lowe is part of Dalbrae Academy's Remotely Operated Vehicle (ROV) team. The team of eight high school students from Inverness County, Cape Breton worked for months building an underwater robot, with the guidance of their teacher and mentors from NSCC's College Prep program.

The first time Amanda saw their ROV in the wave pool at the Nautical Institute of NSCC's Strait Area Campus, it clicked. "I knew this is what I wanted to do with my future," she says.

The high school team found their first success at a provincial ROV competition, held in May 2008 at NSCC's Akerley campus. In late June, the team travelled to San Diego, California to compete against teams from around the world.

"It was an amazing experience," says Amanda. "To know that we had the skill to compete against the best in the world really blew me away. I can't wait to learn more and turn this experience into a career."

The Score: NSCC has successfully delivered customized training to clients from Angola, Malaysia, Mexico, Romania, Russia, The Gambia and Uzbekistan.



Katie Orr, Director of NSCC International, helps take NSCC global.

Learning that Explores



Ever spin the globe and randomly plant your finger on it? Chances are, wherever your finger lands, Katie Orr, Director of NSCC International has been there.

Katie knows that bridging the distance of geography and culture is essential to the kind of knowledge exchange that will keep Nova Scotia at the leading edge of the global economy.

“Student mobility programs are just one of the ways NSCC International reaches out to the world,” says Katie. “There are also fantastic teaching and learning opportunities for NSCC faculty and staff, not to mention tremendous potential to export NSCC innovation and training through global partnerships.”

This year, learning and work experiences through NSCC International took NSCC students, faculty and staff to Costa Rica, Tanzania, Scotland, Mexico, Bosnia and Herzegovina and Belize.

To document these experiences, NSCC International turned to the Canadian International Development Agency (CIDA). The resulting partnership through the Public Engagement Fund project made it possible for several students in NSCC’s School of Applied Arts and New Media to participate in these once-in-a-lifetime learning opportunities while developing their own portfolios.



*Charles Currie (Screen Arts) seen here in Tanzania.
(photo credit: Candace Hoskin, Photography student)*

Charles Currie, a Screen Arts student, accompanied Health and Human Services students from NSCC’s Cumberland Campus to Tanzania where they delivered a self-esteem program they developed for local children affected by HIV/AIDS.

“This was an experience I was proud to document. It was life-changing for many of the students and I felt privileged to record it,” says Charles.



*Nadine Gantner seen here in Belize.
(photo credit: China O’Brien, Photography student)*

When Nadine Gantner travelled to Belize with her Ecotourism class from NSCC’s Akerley Campus, she could not have known her education, passion for horses and love of the outdoors would converge into one incredible opportunity. But that’s exactly what happened.

Nadine’s class visited the Cotton Tree Lodge where she learned they wanted to establish an eco-friendly horse excursion program. Nadine immediately sent them a work-term proposal when she returned home.

“I was thrilled when I heard back from the owner that I was accepted to work at the lodge,” says Nadine.

“This is a rare chance for work experience that is totally relevant to my career dreams.”

Larry Broadfield, Manager of Systemic Therapy for Cancer Care
Nova Scotia inside Capital District Health Authority's chemotherapy lab.



The Score: NSCC strives to represent the diverse population of the province: 3% of students self-identify as African Nova Scotian and 3.4% of students self-identify as Aboriginal. More than 8% of students report having a disability.

Learning that Cares

Demand for health care professionals is growing world-wide. NSCC is doing its part to make sure employers in Nova Scotia's health care sector have access to people with the right blend of skill and compassion to meet that demand.



When Cancer Care Nova Scotia (CCNS) needed a partner to train Pharmacy Technicians in chemotherapy preparation, they found one in NSCC. Together with a provincial working group the team developed a course that standardizes chemotherapy preparation methods.

“Until now, there was no common approach to training pharmacy technicians on chemotherapy preparation,” says Larry Broadfield, Manager of Systemic Therapy at CCNS. “Chemotherapy preparation is a complex procedure. The skills and standards training in this course will help ensure safety for patients and health-care workers.”

The course is delivered online which means pharmacy technicians can access the program without leaving their healthcare districts.

“It really cut back on travel time and we could all still work while completing the course, which was great,” says Ashley Kaiser, a pharmacy technician at St. Martha's Regional Hospital in Antigonish. Twenty Pharmacy Technicians have already completed the program. Another 60 are expected to graduate by April 2009.

Shannex is a continuing care provider that puts the needs of its clients at the heart of its organization. With an expansion on the horizon and a growing need for Continuing Care Assistants, Shannex turned to NSCC to develop a training program tailored to their needs.

“Part of our mission at Shannex is to ensure competent and caring employees continue to be the foundation of our organization,” says Ellen Stoddard, Vice President of Human Resources for Shannex. “With NSCC focused on our training needs, Shannex has the capacity to spend time conducting information and recruitment sessions and spreading the word about what a great place Shannex is to work.”

When Shannex is ready to open its new doors to clients, NSCC Continuing Care Assistant graduates will be waiting to provide the comfort and care they deserve.

The Nova Scotia government recognized the looming nursing shortage this year by investing in training. Beginning in the 2008/2009 academic year, NSCC will expand its Practical Nursing program at seven campuses: Cumberland, Kingstec, Truro, Burridge, Pictou, Marconi and Waterfront. That adds up to an additional 180 skilled health care providers entering the workforce by 2010.

Nancy Luedee knows the value of this training. She graduated from the Practical Nursing program in 2008. After multiple job offers, she walked into a career she loves. “Nursing is about caring for a patient's total health and I'm proud to be part of it,” she says.



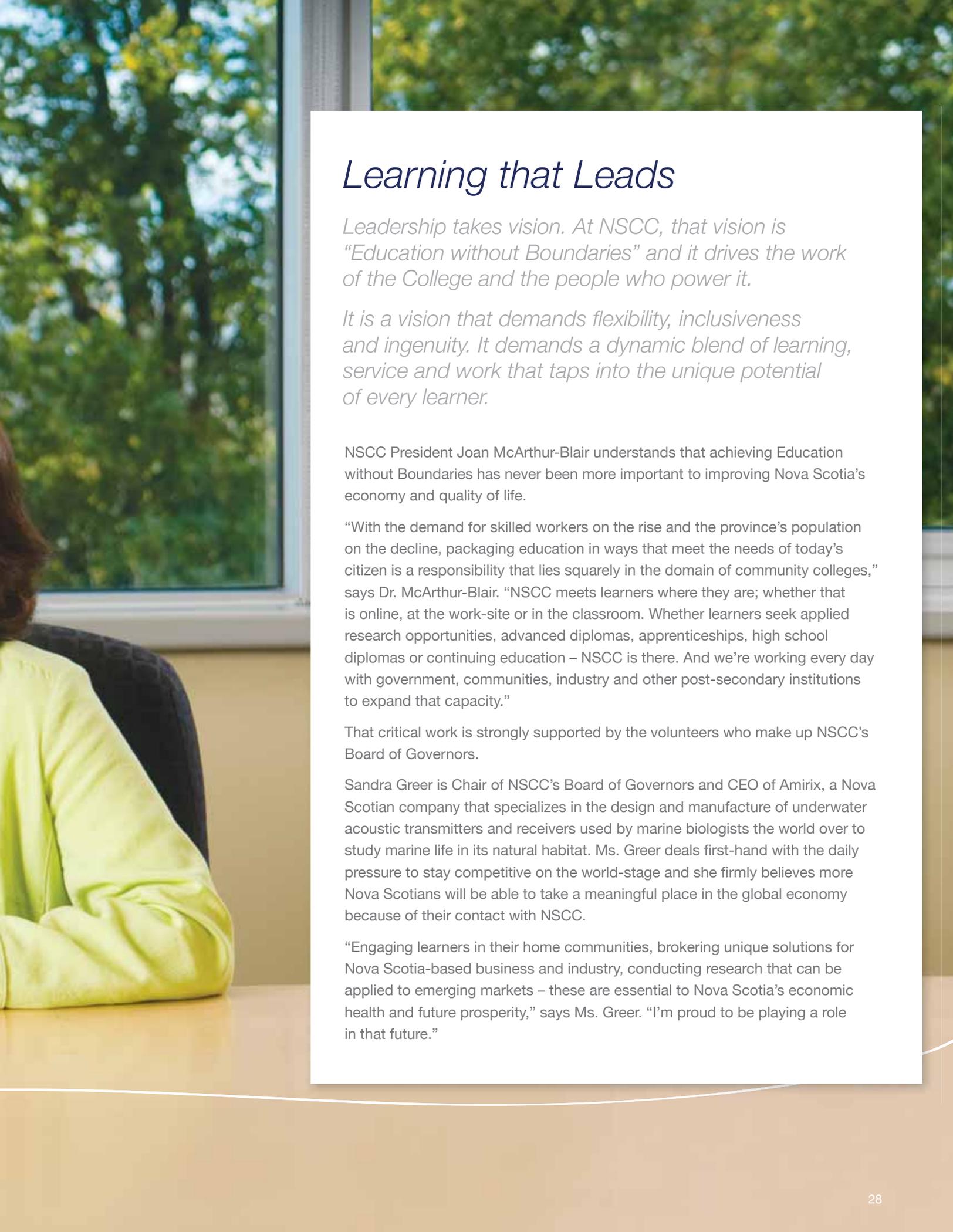
Shannex employees address continuing and long-term care needs across the province.



Nancy Luedee (Practical Nursing) and Nova Scotia's Health Minister, Chris d'Entremont, examine a mannequin in the new lab at Waterfront Campus.



NSCC President Joan McArthur-Blair and Chair of NSCC's Board of Governors, Sandra Greer.



Learning that Leads

Leadership takes vision. At NSCC, that vision is “Education without Boundaries” and it drives the work of the College and the people who power it.

It is a vision that demands flexibility, inclusiveness and ingenuity. It demands a dynamic blend of learning, service and work that taps into the unique potential of every learner.

NSCC President Joan McArthur-Blair understands that achieving Education without Boundaries has never been more important to improving Nova Scotia’s economy and quality of life.

“With the demand for skilled workers on the rise and the province’s population on the decline, packaging education in ways that meet the needs of today’s citizen is a responsibility that lies squarely in the domain of community colleges,” says Dr. McArthur-Blair. “NSCC meets learners where they are; whether that is online, at the work-site or in the classroom. Whether learners seek applied research opportunities, advanced diplomas, apprenticeships, high school diplomas or continuing education – NSCC is there. And we’re working every day with government, communities, industry and other post-secondary institutions to expand that capacity.”

That critical work is strongly supported by the volunteers who make up NSCC’s Board of Governors.

Sandra Greer is Chair of NSCC’s Board of Governors and CEO of Amirix, a Nova Scotian company that specializes in the design and manufacture of underwater acoustic transmitters and receivers used by marine biologists the world over to study marine life in its natural habitat. Ms. Greer deals first-hand with the daily pressure to stay competitive on the world-stage and she firmly believes more Nova Scotians will be able to take a meaningful place in the global economy because of their contact with NSCC.

“Engaging learners in their home communities, brokering unique solutions for Nova Scotia-based business and industry, conducting research that can be applied to emerging markets – these are essential to Nova Scotia’s economic health and future prosperity,” says Ms. Greer. “I’m proud to be playing a role in that future.”



Leslie Malley, Branch Manager at RBC Wolfville, is a proud NSCC alumnus.

Leadership at NSCC takes many forms – including NSCC alumnus Leslie Malley. She recently traded warm weather for winter boots when she moved from RBC’s Sarasota, Florida offices to Wolfville, Nova Scotia for the opportunity to work as Branch Manager in her hometown.

Leslie graduated with honours from NSCC’s Kingstec Campus in 1990 and immediately pursued a career in the finance industry. She credits her success to hard work, dedication to life-long learning and her education with NSCC. “The program at NSCC was fantastic,” says Leslie. “It formed a great foundation for a career in banking.”

Leslie looks forward to becoming an active NSCC alumnus so she can help inspire students to aim high, work hard and never stop learning.



Chef Instructor Peter Dewar shares what he learns in world-class competitions.

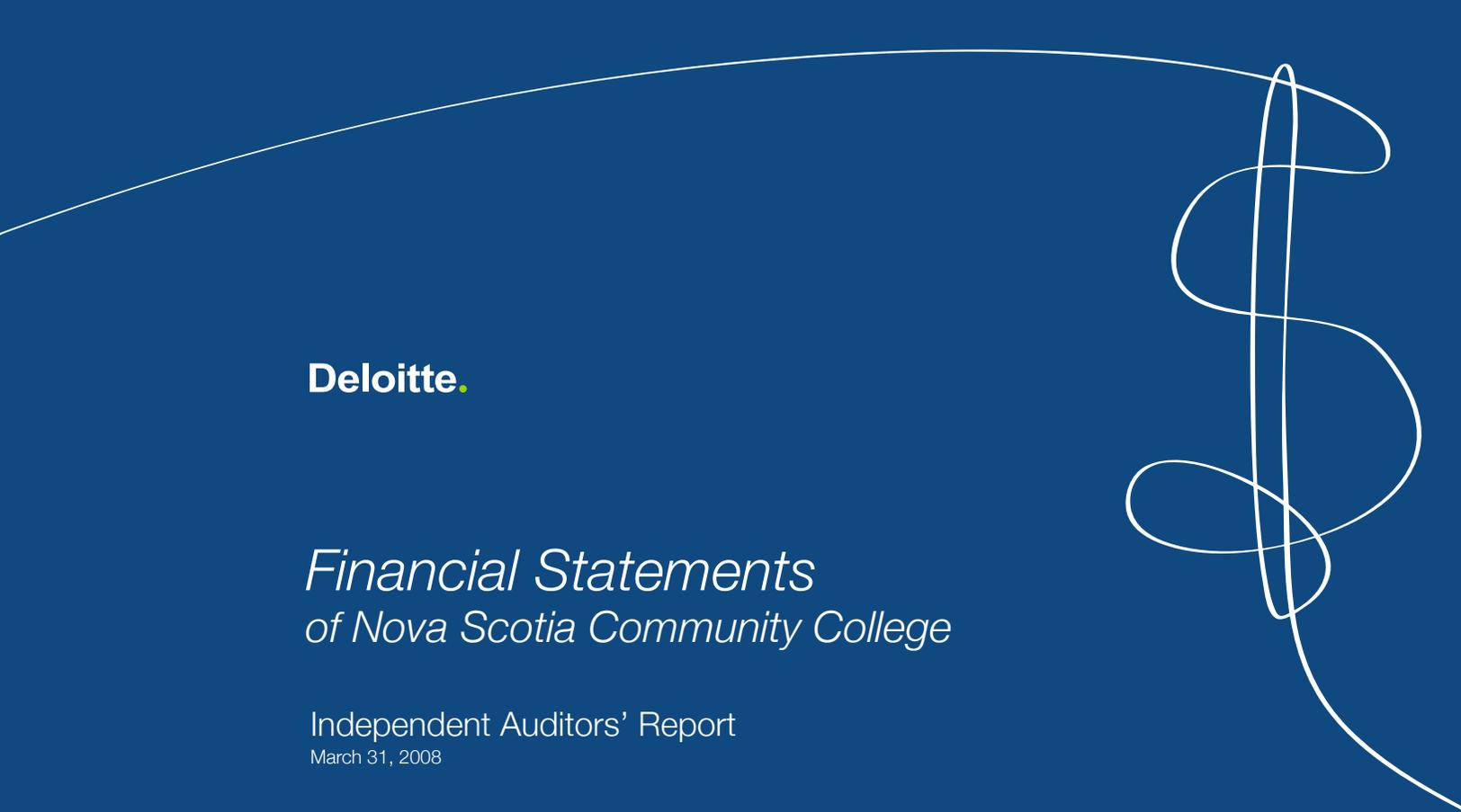
Leaders are also found in NSCC’s labs, shops and classrooms. Chef Instructor Peter Dewar is a prime example. He keeps his culinary skills sharp by participating in national competitions (and winning).

“I try to get students involved in these competitions as often as I can,” says Peter. “They’re so enthusiastic and it’s a great chance to build confidence in the kitchen.”

Peter also believes in keeping the skills he needs as an adult educator current. This year he graduated with 51 colleagues from the Community College Education Diploma program.

This mandatory program is unique to NSCC and an important part of our commitment to ensure faculty members continually improve and develop the skills they need to remain leaders in learning.

The Score: 86% of prospective Students, 89% of Employers and 84% of Nova Scotians agree NSCC is an important part of their communities.



Deloitte.

*Financial Statements
of Nova Scotia Community College*

Independent Auditors' Report

March 31, 2008

To the Board of Governors of the
Nova Scotia Community College

We have audited the statement of financial position of the Nova Scotia Community College as at March 31, 2008 and the statements of revenue and expenditures, cash flows and changes in net assets for the year then ended. These financial statements are the responsibility of the College's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of the College as at March 31, 2008 and the results of its operations and its cash flows for the year then ended in accordance with Canadian generally accepted accounting principles.

Deloitte & Touche LLP

Chartered Accountants
Halifax, Nova Scotia
June 6, 2008

Nova Scotia Community College
Statement of Financial Position

March 31, 2008

	2008	2007 (Restated - Note 17)
ASSETS		
Current		
Cash	\$ 33,334,468	\$ 28,674,159
Accounts receivable (Note 4)	14,111,746	19,532,933
Inventory	872,722	752,044
Prepays	509,529	254,096
	48,828,465	49,213,232
Capital assets (Note 5)	3,875,251	4,394,810
Foundation assets (Note 6)	3,643,691	3,323,720
Provincial Receivable - Future Health Benefits (Note 17)	18,357,805	16,718,000
Pensionable advance (Note 14)	-	555,557
	\$ 74,705,212	\$ 73,205,319
LIABILITIES		
Current		
Accounts payable and accrued liabilities (Note 18)	\$ 22,419,482	\$ 27,359,948
Deferred revenue (Note 7)	6,750,071	5,760,777
	29,169,553	33,120,725
Deferred revenue related to capital assets (Note 8)	2,484,307	3,012,738
Employee future benefit obligation (Note 17)	29,270,438	24,964,548
	\$ 60,924,298	\$ 61,098,011
Commitments (Note 15)		
NET ASSETS		
Invested in capital assets (Note 9)	\$ 1,390,944	\$ 1,382,072
Unrestricted	4,023,356	3,678,593
Restricted for Foundation purposes (Note 6)	3,643,691	2,323,720
Restricted for College development (Note 13)	4,722,923	4,722,923
	\$ 13,780,914	\$ 12,107,308
	\$ 74,705,212	\$ 73,205,319

ON BEHALF OF THE BOARD

 President

 Chair

Nova Scotia Community College
Statement of Revenue and Expenditures

Year ended March 31, 2008

	2008	2007 (Restated - Note 17)
Revenue		
Province of Nova Scotia (Note 10)	\$ 108,336,123	\$ 97,113,000
Government of Canada	9,053,747	9,050,000
Tuition and fees	19,536,418	18,393,940
Customized training	13,196,375	13,047,343
Amortization of deferred revenue related to capital assets	1,760,407	1,920,604
Other (Note 11)	19,625,517	20,349,790
	\$ 171,508,587	\$ 159,874,677
Expenditures		
Salaries and benefits	\$ 116,023,582	\$ 107,520,009
Operating supplies and services	28,871,808	28,079,706
Equipment, rentals and other administration	13,515,970	12,148,922
Utilities and maintenance	10,502,634	9,040,948
Amortization	2,240,958	2,722,225
	\$ 171,154,952	\$ 159,511,810
Excess of revenue over expenditures	\$ 353,635	\$ 362,867

Nova Scotia Community College
Statement of Cash Flows

Year ended March 31, 2008

	2008	2007 (Restated - Note 17)
NET INFLOW (OUTFLOW) OF CASH RELATED TO THE FOLLOWING ACTIVITIES		
Operating		
Excess of revenue over expenditures	\$ 353,635	\$ 362,867
Items not affecting cash:		
Amortization of deferred revenue related to capital assets	(1,760,407)	(1,920,604)
Amortization	2,240,958	2,722,225
Employee future benefit obligation	4,305,890	21,287,548
Long-term receivable - Province of Nova Scotia	(1,639,805)	(16,718,000)
Changes in non-cash working capital items (Note 12)	1,093,904	5,883,826
	4,594,175	11,617,862
Investing		
Purchase of capital assets	(1,721,399)	(2,020,142)
Financing		
Pensionable advance	555,557	39,563
Contributions related to capital assets	1,231,976	1,244,904
	1,787,533	1,284,467
NET CASH INFLOW	4,660,309	10,882,187
CASH POSITION, BEGINNING OF YEAR	28,674,159	17,791,972
CASH POSITION, END OF YEAR	\$ 33,334,468	\$ 28,674,159

Nova Scotia Community College
Statement of Changes in Net Assets

Year ended March 31, 2008

	Invested in Capital Assets	Unrestricted	Restricted for Foundation Purposes (Note 6)	Restricted for College Development (Note 13)	2008 Total	2007 Total
Balance, beginning of year	\$ 1,382,072	\$ 3,678,593	\$ 2,323,720	\$ 4,722,923	\$ 12,107,308	\$ 10,977,395
Adoption of financial instruments accounting policy (Note 2)	0	0	(9,370)	0	(9,370)	0
Excess (deficiency) of revenue over expenditures	(480,551)	834,186	0	0	353,635	362,867
Investment in capital assets	489,423	(489,423)	0	0	0	0
Endowment contributions and interest	0	0	2,171,282	0	2,171,282	1,490,964
Endowment disbursements	0	0	(841,941)	0	(841,941)	(723,918)
Balance, end of year	\$ 1,390,944	\$ 4,023,356	\$ 3,643,691	\$ 4,722,923	\$ 13,780,914	\$ 12,107,308

NOVA SCOTIA COMMUNITY COLLEGE
NOTES TO THE FINANCIAL STATEMENTS

March 31, 2008

1. OVERVIEW OF OPERATIONS

The Nova Scotia Community College (the "College") was established as a post-secondary public education corporation under the authority of the Community College Act of Nova Scotia effective April 1, 1996.

The College, with thirteen campuses across the Province of Nova Scotia (the "Province"), is responsible for enhancing the economic and social well being of Nova Scotia by meeting the occupational training requirements of the population and the labour market.

The College has entered into a consent agreement with the Province that allows the College to construct facilities on land owned by the Province pursuant to the \$123 million multi-year infrastructure investment announced by the Province on March 28, 2003. The investment will provide newer facilities, more space and revamped learning and student life areas across the Province. Ownership of the buildings, including the new Metro Campus, will remain with the Province. Costs associated with the project will be managed by the College and flow through a liability account, which is subsequently reimbursed by the Province. The expenditures are netted against the funds receivable from the Province and have no effect on the statement of revenue and expenditures.

2. CHANGES IN ACCOUNTING POLICIES

Financial instruments

The College adopted the following recommendations of the CICA Handbook:

- a) Section 3855, *Financial Instruments – Recognition and Measurement*. This Section describes the standards for recognizing and measuring financial instruments in the balance sheet and the standards for reporting gains and losses in the financial statements. Under the new standard, financial assets and liabilities are initially recorded at fair value. Subsequently, financial instruments classified as financial assets or liabilities held for trading, financial assets available-for-sale and derivative financial instruments, part of a hedging relationship or not, have to be measured at fair value on the balance sheet at each reporting date, whereas other financial instruments are measured at amortized cost using the effective interest method.
- b) Section 3861, *Financial Instruments – Disclosure and Presentation*. This Section establishes standards for presentation of financial instruments and non-financial derivatives, and identifies the information that should be disclosed about them.

The College has made the following classification:

- Cash is classified as financial assets held for trading and are measured at fair value.
- Accounts receivable is classified as loans and receivables and is recorded at amortized cost using the effective interest method.
- Accounts payable and accrued liabilities is classified as other liabilities and measured at amortized cost using the effective interest method.

- c) Amendments to Section 4400, *Financial Statement Presentation for Not-for-profit Organizations*. The amendments to this Section establishes standards for the presentation of changes in net assets during the reporting period as a result of adopting the new financial instrument accounting standards.

The College did not identify any derivatives or embedded derivatives that were required to be recorded on the balance sheet at fair value.

Transaction costs

Transaction costs will be expensed as incurred. There is no adjustment required to net assets as a result of this new policy.

Future accounting changes

Financial instruments

In December 2006, the CICA issued Section 3862, *Financial Instruments – Disclosures*; Section 3863, *Financial Instruments – Presentation*; and Section 1535, *Capital Disclosures*. All three Sections will be applicable to financial statements relating to fiscal years beginning on or after October 1, 2007. Accordingly, the College will adopt the new standards for its fiscal year beginning April 1, 2008. Section 3862 on financial instruments disclosures, requires the disclosure of information about: a) the significance of financial instruments for the entity's financial position and performance and b) the nature and extent of risks arising from financial instruments to which the entity is exposed during the period and at the balance sheet date, and how the entity manages those risks. Section 3863 on the presentation of financial instruments is unchanged from the presentation requirements included in Section 3861. Section 1535 on capital disclosures requires the disclosure of information about an entity's objectives, policies and processes for managing capital.

Inventories

In June 2007, the Canadian Institute of Chartered Accountants ("CICA") issued Section 3031, *Inventories*, replacing Section 3030, *Inventories*. The new Section will be applicable to financial statements relating to fiscal years beginning on or after January 1, 2008. Accordingly, the College will adopt the new standards for its fiscal year beginning January 1, 2008. It provides more guidance on the measurement and disclosure requirements for inventories.

The College is currently evaluating the impact of the adoption of these new Sections on its financial statements.

3. SIGNIFICANT ACCOUNTING POLICIES

The financial statements were prepared in accordance with Canadian generally accepted accounting principles and include the following significant accounting policies:

Cash

Cash consists of cash on hand and amounts held by financial institutions, upon which interest is paid at commercial rates.

Financial instruments

Financial assets and financial liabilities are initially recognized at fair value and their subsequent measurement is dependent on their classification as described below. Their classification depends on the purpose, for which the financial instruments were acquired or issued, their characteristics and the College's designation of such instruments. Settlement date accounting is used.

Classification

Cash	Held for trading
Accounts receivable	Loans and receivables
Accounts payable and accrued liabilities	Other liabilities
Deferred revenue	Other liabilities
Deferred revenue related to capital assets	Other liabilities

Held for trading

Held for trading financial assets are financial assets typically acquired for resale prior to maturity or that are designated as held for trading. They are measured at fair value at the balance sheet date. Fair value fluctuations including interest earned, interest accrued, gains and losses realized on disposal and unrealized gains and losses are included in other income.

Financial liabilities designated as held for trading are those non-derivative financial liabilities that the College elects to designate on initial recognition as instruments that it will measure at fair value through other interest expense. These are accounted for in the same manner as held for trading assets. The College has not designated any non-derivative financial liabilities as held for trading.

Available-for-sale

Available-for-sale financial assets are those non-derivative financial assets that are designated as available-for-sale, or that are not classified as loans and receivables, held-to-maturity or held-for-trading investments. Except as mentioned below, available-for-sale financial assets are carried at fair value with unrealized gains and losses included in net assets until realized when the cumulative gain or loss is transferred to other income. Available-for-sale financial assets that do not have quoted market prices in an active market are recorded at cost. Interest on interest-bearing available-for-sale financial assets is calculated using the effective interest method. The College has not designated any financial instruments as available-for-sale.

Loans and receivables

Loans and receivables are accounted for at amortized cost using the effective interest method.

Other liabilities

Other liabilities are recorded at amortized cost using the effective interest method and include all financial liabilities, other than derivative instruments.

Transaction Costs

Transaction costs related to held for trading financial assets are expensed as incurred.

Effective interest method

The College uses the effective interest method to recognize interest income or expense which includes transaction costs or fees, premiums or discounts earned or incurred for financial instruments, except those classified as held for trading.

Capital assets

Purchased capital assets are recorded at cost. Capital assets are amortized on a straight-line basis over the following estimated useful life:

Computer equipment	3 years
Furniture and equipment	5 years
Leasehold improvements	2 to 5 years

Land and buildings that are owned by the Province are not reflected in the assets of the College. Improvements made to these buildings are therefore expensed in the year. Improvements made to buildings with leases in place are capitalized and amortized over their useful life or the term of the lease, whichever is less.

Inventory

Inventory consists of merchandise and supplies held for resale and are valued at the lower of cost and net realizable value. Administrative and program supplies and library periodicals are not inventoried.

Revenue recognition

The College follows the deferral method of accounting for revenue. Tuition fees, residence fees and sales are recognized when the services are provided or the goods are sold. Funding for expenditures of future periods are deferred and recognized as revenue in the year in which the related expenditure is incurred. Funding received for capital assets are deferred and recognized as revenue on the same basis as the acquired capital assets are amortized.

Use of estimates

The preparation of financial information requires management to make estimates and assumptions that affect reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements as well as revenue and expenditures during the year. The accounts most subject to estimation and judgment include the allowance for doubtful accounts, amortization periods for capital assets, and certain accrued liabilities. Actual results may differ from those estimates.

Contributed services

The Province provides the College with buildings at thirteen campuses (in excess of two million square feet) and is responsible for the maintenance of the physical plant and building infrastructure, the benefit of which is not reflected in these financial statements because of the difficulty in determining the value.

4. ACCOUNTS RECEIVABLE

	2008	2007
Organizations	\$ 3,596,688	\$ 2,770,954
Student fees	1,019,538	1,922,699
Government funding	5,789,315	3,576,250
Development Project	2,509,333	10,042,323
Other	780,724	1,014,512
Harmonized Sales Tax	1,057,797	870,406
Allowance for doubtful accounts	(641,649)	(664,211)
	\$ 14,111,746	\$ 19,532,933

Included in other accounts receivable is \$70,453 (2007 - \$98,027) due from the Nova Scotia Community College Foundation.

5. CAPITAL ASSETS

	2008		2007	
	Cost	Accumulated Amortization	Net Book Value	Net Book Value
Computer equipment	\$ 8,554,251	\$ 8,021,340	\$ 532,911	\$ 421,461
Furniture and equipment	15,135,317	12,164,754	2,970,563	3,415,684
Leasehold improvements	2,100,822	1,729,045	371,777	557,665
Management Information System	6,197,789	6,197,789	-	-
	\$ 31,988,179	\$ 28,112,928	\$ 3,875,251	\$ 4,394,810

6. FOUNDATION ASSETS

The Nova Scotia Community College Foundation (the "Foundation") is a non-profit organization controlled by the College. The assets represent donations and related interest restricted for scholarships, awards and other specified purposes. The Foundation works collaboratively with the College and the community to enhance the student experience by developing and implementing a framework to nurture support for current and future needs of the College.

The Foundation has not been consolidated in the College's financial statements. Financial statements of the Foundation are available upon request. Financial summaries as at March 31 and for the years then ended are as follows:

Nova Scotia Community College Foundation

	2008	2007
Results of operations		
Total revenue	\$ 2,171,282	\$ 1,490,964
Total expenditures	841,941	723,918
Excess of revenue over expenditures	\$ 1,329,341	\$ 767,046
Financial position		
Total assets	\$ 3,729,127	\$ 2,440,737
Less: Total liabilities	85,436	117,017
Total net assets	\$ 3,643,691	\$ 2,323,720

The Foundation uses fund accounting and follows the restricted fund method of accounting for contributions.

7. DEFERRED REVENUE

Deferred revenue represents the unearned portion of amounts received for specific purposes and is summarized as follows:

	2008	2007
Apprenticeship	\$ 661,041	\$ 893,981
Offshore operation	40,549	124,425
Skills development	214,698	452,953
Applied research	585,200	731,665
Customized training	2,415,774	1,998,152
Disability recourses and special needs	861,513	-
Links programs	530,000	-
Other	1,441,296	1,559,601
	\$ 6,750,071	\$ 5,760,777

8. DEFERRED REVENUE RELATED TO CAPITAL ASSETS

Deferred revenue related to capital assets represents the unamortized portion of funding received from the Province of Nova Scotia and other sources for capital asset additions. The deferred revenue is amortized into revenue at a rate corresponding with the amortization rate for the related capital asset. The changes in the deferred balance are as follows:

	2008	2007
Beginning balance	\$ 3,012,738	\$ 3,688,438
Contributions received	1,231,976	1,244,904
Amortization of deferred revenue related to capital assets	(1,760,407)	(1,920,604)
Ending balance	\$ 2,484,307	\$ 3,012,738

9. NET ASSETS INVESTED IN CAPITAL ASSETS

	2008	2007
Capital assets, net of amortization	\$ 3,875,251	\$ 4,394,810
Deferred revenue related to capital assets	(2,484,307)	(3,012,738)
	\$ 1,390,944	\$ 1,382,072

10. REVENUE – PROVINCE OF NOVA SCOTIA

	2008	2007
Funding received	\$ 109,336,123	\$ 98,113,000
Portion related to capital assets	(1,000,000)	(1,000,000)
	\$ 108,336,123	\$ 97,113,000

11. OTHER REVENUE

	2008	2007
Other revenue is summarized as follows:		
Bookstore revenue	\$ 4,192,738	\$ 4,060,775
Food sales	1,796,318	1,831,520
Apprenticeship/Shop	3,445,199	2,663,920
Interest	1,489,195	1,084,369
Recoveries	2,868,559	4,638,408
Applied research	1,217,899	1,136,910
Lodging, rent and miscellaneous	4,615,609	4,933,888
	\$ 19,625,517	\$ 20,349,790

12. CHANGES IN NON-CASH WORKING CAPITAL

	2008	2007
Accounts receivable	\$ 5,421,187	\$ (3,924,533)
Inventory	(120,678)	2,946
Prepays	(255,433)	548,404
Accounts payable and accrued liabilities	(4,940,466)	9,507,122
Deferred revenue	989,294	(250,113)
	\$ 1,093,904	\$ 5,883,826

13. RESTRICTED FOR COLLEGE DEVELOPMENT

These funds have been internally restricted by the Board to ensure that the funds are used solely for College development projects.

14. PENSIONABLE ADVANCE

When the College took over the payroll function from the Province, it had to book a receivable, which represented a pay advance to staff. This was to account for the move from "paid to date" to "paid in arrears". This receivable was formerly held by the Province. In 2008, the College moved back to the "paid to date" method.

15. COMMITMENTS

The College is committed to the following lease and maintenance agreement payments over the next five years.

2009	\$ 1,189,306
2010	904,990
2011	859,911
2012	621,603
2013	384,501
	\$ 3,960,311

16. PENSION PLAN

The Nova Scotia Community College contributes to two defined benefit pension plans administered by the Province of Nova Scotia. The Province of Nova Scotia assumes the actuarial and investment risk associated with these plans. Accordingly, the College accounts for these pensions as defined contribution plans.

The College matches employees' contributions calculated as follows for the Nova Scotia Public Service Superannuation Plan: 7.4% (2007 - 6.4%) on the part of their salary that is equal to or less than the "year's Maximum Pensionable Earnings" (YMPE) under the Canada Pension Plan (CPP) and 9.6% (2007 - 8%) on the part of their salary that is excess of YMPE. Under this plan, the College has recognized contributions of \$5,728,381 (2007 - \$4,591,898) for the year.

The College matches employees' contributions calculated as follows for the Nova Scotia Teachers' Union Pension Plan: 8.3% (2007 - 8.3%) on the part of their salary that is equal to or less than the YMPE under the CPP and 9.9% (2007 - 9.9%) on the part of their salary that is excess of YMPE. Under this plan, the College has recognized contributions of \$8,829,612 (2007 - \$8,361,276) for the year.

17. EMPLOYEE FUTURE BENEFIT OBLIGATION

College Service Award

An employee hired on or after August 1, 1998 who retires because of age or mental or physical incapacity shall be granted a College Service Award (CSA) equal to 1% of the employee's annual salary for each year of continuous service to a maximum of 25 years. There are no employee contributions in respect of the plan. There is no distinct fund held in respect of the CSA benefits but sufficient cash is maintained to cover the obligation. The benefits are paid from unrestricted cash.

An actuarial valuation was completed as of March 31, 2008 and the College's obligation relating to these benefits was approximately \$5,344,000 (2007 - \$4,535,000). The benefit expense was \$1,146,254 (2007 - \$1,044,236). The benefits paid were \$8,425 (2007 - \$29,229). The next actuarial valuation is scheduled for March 31, 2009.

The significant actuarial assumptions adopted in estimating the College's obligation are as follows:

Future salary increase	6% per annum
Expected rate of return	0% per annum
Discount rate	0% per annum
Retirement age	20% upon attainment of age 55 and 80 points (age plus service); the remainder at 35 years of service or age 60, whichever is earlier

Non-pension Retirement Benefits - NSGEU

In fiscal 2007/2008, the Province required the College to assume the future liability for non-pension retirement benefits for the College's non-teaching staff.

In 2008/2009, the College decided to create a separate fund that would be held in respect of the non-pension retirement benefits. This fund has sufficient cash to cover the obligations associated with this liability.

An actuarial valuation was completed as of March 31, 2008 and the College's obligation relating to these benefits was \$5,568,633 (2007 - \$3,711,548). The benefit expense was \$547,828 (2007 - \$474,009). The benefits paid were \$97,022 (2007 - \$90,480). The next actuarial evaluation is scheduled for March 31, 2009.

The significant actuarial assumptions adopted in estimating the College's obligation are as follows:

Expected rate of return	3.55% per annum
Discount rate	3.55% per annum
Retirement age	20% upon attainment of age 55 and 80 points (age plus service); the remainder at 35 years of service or age 60, whichever is earlier

Non-pension Retirement Benefits - NSTU

During the year, the Province decided to transfer to the College the future liability for the non-pension retirement benefits for the College's teaching and professional support staff. The Province also transferred a corresponding receivable that directly offsets the liability.

Given the significance of the dollar value of the obligation associated with these benefits, the Province felt it would be meaningful to account for them on a retroactive basis commencing with these statements. The following table illustrates the impact of the adjustment to amounts previously reported, as at March 31, 2007.

	Before Adjustment	After Adjustment	Change
Provincial Receivable - Future Health Benefits	\$0	\$16,718,000	\$16,718,000
Employee future benefit obligation	\$8,246,548	\$24,964,548	\$16,718,000
Revenue - Provincial Nova Scotia	\$94,822,000	\$97,113,000	\$2,291,000
Expenditures - Salaries and Benefits	\$105,229,009	\$107,520,009	\$2,291,000

There is no impact on the excess of revenue over expenditures or net financial position of the College as a result of the transfers.

An actuarial valuation was completed as of March 31, 2008 and the College's obligation relating to these benefits was \$18,357,805 (2007 - \$16,718,000). The benefit expense was \$1,136,000 (2007 - \$984,000). The benefits paid were \$262,000 (2007 - \$193,000). The next actuarial valuation is scheduled for March 31, 2009.

The significant actuarial assumptions provided by the Province are as follows:

Expected rate of return	4.95% per annum
Discount rate	4.95% per annum
Retirement age	60% at earliest age eligible for unreduced pension, the remainder at earlier of age 60 with 10 years of service, 35 years of service and age 65

18. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

Included in accounts payable and accrued liabilities is \$13,312 (2007 - Nil) due to the Nova Scotia Community College Foundation.

19. FINANCIAL INSTRUMENTS

Fair value

The College evaluated the fair values of its financial instruments based on the current interest rate environment, related market values and current pricing of financial instruments with comparable terms. The carrying values of cash, accounts receivable, and accounts payable and accrued liabilities are considered to approximate fair values due to their short-term maturity.

Credit risk

The College performs a continuous evaluation of its accounts receivable and records an allowance for doubtful accounts as required. Management considers there is no significant credit risk as at March 31, 2008.

Learning that Serves



On October 17, 2007, NSCC made volunteer history with Reach Out to Nova Scotia. Together, about 10,000 students, staff and faculty rolled up their sleeves to paint, rake, hammer, clean, sing, dance and read. It was a profound “thank you” to Nova Scotians for their support and it was a one-day demonstration of the service learning that happens year round at NSCC.

More than 300 not-for-profit and community organizations benefited from Reach Out to Nova Scotia. The projects focused on three main themes: healthy communities, building communities and green communities.

In Waycobah, volunteers from Strait Area Campus built a shed and landscaped a home for First Nations persons with disabilities. “There was a really positive feeling going on because we were helping out our neighbours and just doing some good work together,” Principal Tom Gunn recalls.



Shelburne Campus refurbished the grounds of the Black Loyalist Heritage Society's complex in Birchtown. The society had to delay maintenance of exterior signage, gardens and a memorial trail after an arsonist burned their main building to the ground. "It was great to have 30 to 40 people helping us to get back on our feet," says Project Manager Jackie Race. "It was huge psychologically."

Mechanical Engineering Technology students from IT campus created an outdoor labyrinth for St. Matthew's Church in the heart of downtown Halifax. "To be able to provide the community with a space for contemplation is so important," says Reverend Betsy Hogan.

NSCC employees gained as much from the experience as any of the hundreds of organizations they helped. Michael Brooks works on the facilities team at Akerley Campus. He volunteered to do repair work at Margaret's House, a place where the hungry or homeless can come for a warm meal every day. "I work for NSCC and I wanted an opportunity to give back. That's why I volunteered," says Michael.

"At the outset, pulling off Reach Out to Nova Scotia seemed impossible," says NSCC President, Joan McArthur-Blair. "Now that I've seen with my own eyes that it can be done, my ultimate dream would be that every community college in Canada would simultaneously dedicate an entire day to service learning – that's one million students. Today, I believe it's more than possible."

Since 93% of employed NSCC graduates go on to live and work in the province, the College has a vested interest in helping our learners understand the value of community engagement. NSCC models the way by providing employees with service learning time so that they can volunteer for causes of their choice.

The Score: One third of all NSCC grads volunteer an average of 6.4 hours per week for cultural, educational, sports and health organizations in their communities.



Following the string from left to right: David Saxton (Retired), Sandy Dyke (NSCC Faculty Representative), Tiffany Mockford (NSCC Student Representative), Clayton Bartlett (Roctan Industries), Matthew Lever (NSCC Student Representative), Libby LeVatte (NSCC Staff Representative), Dawn Gould (NSCC Staff Representative), NSCC President Joan McArthur-Blair, Board Chair Sandra Greer (Amirix Systems, Inc.), Don MacDonald (Retired), Dan Christmas (Membertou First Nation), Michael Kontak (The Shaw Group), Suzanne Bona (Scotian Homes), Tammy Holland (RBC), Rustum Southwell (Black Business Initiative). Missing from photo: Margaret Brigley (Corporate Research Associates), Chris Huskison (Emera), Rob Sobey, (Lawtons Pharmacy Group)



Meet the Board

NSCC takes its mission to improve Nova Scotia's economy and quality of life seriously. At the core of NSCC's values is accountability; that means sharing our results in an open and transparent fashion.

NSCC's Board of Governors is committed to that process. Our governors represent communities, employers and industries from across the province. Their perspectives inform the work we do in each of the College's five academic schools and on all 13 campuses.

In every one of the 12 years that NSCC has been Board-governed, the budget has always been balanced. This dynamic team will ensure Nova Scotia has the innovative college it deserves – now and in the future.

With the Board's direction, NSCC will continue to deliver education that creates powerful opportunities for our learners - lifting our province to new heights!

